

FACILITATING READING COMPREHENSION THROUGH SIGHT WORDS RECOGNITION PRACTICES

**(A Classroom Action Research in the Fifth Grade of SD Negeri Begajah 01
Sukoharjo in 2009/2010 Academic Year).**



By:

Bramansyah Ariffandana

K 2205030

Thesis

**Presented as Partial Requirements for the Undergraduate Degree of Education
in Teacher Training and Education Faculty of
Sebelas Maret University**

**TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY
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APPROVAL

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ABSTRACT

Bramansyah Ariffandana. K2205030. *Facilitating Reading Comprehension through Sight Words Recognition Practices (A Classroom Action Research in the Fifth*

Grade of SD Negeri Begajah 01 Sukoharjo in 2009/2010 Academic Year). Teacher Training and Education Faculty, Sebelas Maret University, Surakarta 2009.

The objective of the study is to know whether or not Sight Words Recognition Practices improve students' reading comprehension. It is based on the problems in learning English in the fifth grade of SD Negeri Begajah 01 that there are only few techniques of teaching new words to the children. This study is also aimed at finding out to what extent Sight Words Recognition Practices improve the children's reading comprehension.

In the study, the writer conducts a classroom action research. The techniques employed in this research are Sight Words Recognition Practices. They are Framed-Words, Words in Context, and Paper-Clip Picture Practices. The procedure of the research consists of identifying the problems, planning the action, implementing the action, observing or monitoring the action, reflecting the result of the observation, and revising the plan for the following steps. The research is conducted in two cycles. Cycle 1 consists of three meetings, while cycle 2 consists of two meetings. In collecting the data, the writer uses qualitative method. The qualitative data come from observation, field notes, interviews, questionnaires, and photographs. The data is analyzed by using qualitative data analysis. In this action research, the writer is the teacher and observer as well.

The results of this research show that Sight Words Recognition Practices can effectively improve students' reading comprehension. It can be seen that the students got improvement in the reading tests scores. The techniques are also suited to the children's characteristics of language learning, so that the students feel enjoyable and motivated when studying new words by doing the Sight Words Recognition Practices.

At the end of the research, the writer gives three suggestions for the English teacher. The first is that various and suitable techniques such as Sight Words Recognition Practices should be adopted in teaching new words for children. The second is that the teacher should be creative in teaching Sight Words Recognition Practices so that the techniques work effectively. And the last is that the teacher should motivate the students to read by creating enjoyable and regular reading situation to help them keep the sight words they have learned.

MOTTO

“Allah tidak membebani seseorang, melainkan sesuai dengan kesanggupannya”

(Q.S. Al Baqarah: 286)

“Kemenangan akan datang bersama kesabaran, jalan keluar datang bersama kesulitan
dan kemudahan itu ada bersama kesulitan”

(Rasulullah SAW)

“Defeating ourselves is our truly victory”

“Together we’re invincible”

(Muse)

DEDICATION

This thesis is dedicated to:

1. My beloved parents (Fathoni and Siti Nurjanah E.S.)
2. My little brother and sister (Janur Al Ghofur and Salsabila Kusumastuti)
3. Ardina Pradhitamurti
4. My alma mater

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The writer also thanks everyone who gives their help and support. Without their help and support, the thesis would never be like this. He realizes that this thesis still has many mistakes and inaccuracies. Therefore, the writer accepts gratefully every suggestion, criticism, and comment from those who concern to this thesis. Hopefully, this thesis will be able to give contribution and be useful for the readers, especially for who are interested in similar study.

Surakarta, January 2010

Bramansyah Ariffandana

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CHAPTER I

INTRODUCTION

A. Background of Study

Teaching English as a foreign language in Indonesia is introduced since Elementary school. It is aimed to cover the invasion of English in many aspects of nowadays life. Teaching English to the students in early age is acknowledged as an effective way to reach the language acquisition. By learning English in early age it is expected that when the children are grown up; they are able to use English as a means of the global communication. To make the children ready to use English as a means of communication is the responsibility of the English teachers to teach them the four skills (listening, speaking, reading, and writing).

In an educational scene in which the objectives are many, everyone agrees that the development of reading ability is one of the important outcomes of education (Bond and Wagner, 1963:9). The experts' idea here can be proved in our environment especially in the elementary school. A child of the first grade will not be promoted to the higher grade if he cannot read yet. One way to share knowledge is by using books or any other written media. Being able to read is absolute. If a person cannot read he has low chance to adapt to the modern era. Moreover, computer and internet cannot be separated and have been the primary need of human life nowadays.

English is a dominant language of those two sophisticated media. Willy-nilly each person interacting with them has to read English instructions and articles. It is one example which shows that reading and English cannot be separated from

nowadays human life. Being able to read is absolute and is one of the important outcomes of education.

Burns et al, 1984:10 reviews reading as a thinking process, the act of interpretation of graphic symbols. When a person reads, the sensory perception and mind plays the greatest role. While reading, the reader's sensory perception observes word to word and then the brain decodes what is meant by the words observed.

Reading is an activity which involves the comprehension and interpretation of ideas symbolized by written or printed language (De Boer 1964:17). He defines reading as an activity which has two essential processes; the first is interpretation, the process to decode the written symbols and the second is comprehension, the understanding of the ideas within the printed language. Those two matters play important role on obtaining information from written symbols.

The ability to decode words and the size of sight vocabularies or sight words differentiate good readers from poor readers. Sight word is a word which can be recognized immediately with minimum analysis. Word recognition skills are helpful for a reader to recognize words while reading. One of the skills is developing a store of words that can be recognized rapidly or developing sight words. The more storage of sight words a reader has the more opportunity he has to reach better reading comprehension.

The aim of teaching sight words is to increase the storage of sight words of a child by using some practices called Sight Words Recognition Practices. Each practice is designed to ease the children to memorize the sight words given by the teacher. One of the practices is Paper-Clip Pictures. Here, the words which are going to be taught as a sight words are pictured. The purpose is to create visual configuration of the words. The visual configuration will be a clue to help the child

retrieve the words he has memorized easier rather than to retrieve words which has no clues or visualization at all. In other words, the practices enable the students to pay more attention to the words they learn.

Paying attention has important role in grasping information. According to Ormrod (2003:196), a psychologist, the storage of what we see, hear or sense will disappear if we give no attention to it. The Sight Words Recognition Practices are closely related to the memory systems. The practices are designed to ease the students store the learned words. The practices including various fun tasks prevent the students from learning boredom and help the students keep their mind to the material they learn. The more storage of sight words a reader has, the more success he gets to reach reading comprehension.

Based on the discussion above, the writer is interested in carrying out a study on practicing the Sight Words Recognition Practices to improve elementary students' reading comprehension. The study entitles **FACILITATING READING COMPREHENSION THROUGH SIGHT WORDS RECOGNITION PRACTICES (A Classroom Action Research in the Fifth Grade of SD Negeri Begajah 01 Sukoharjo in 2009/2010 Academic Year)**.

B. Problems Identification

According to the background of the study, the writer identifies the research problems as follow:

1. What are the problems of students' reading comprehension?
2. How can the students' reading comprehension be improved?
3. What factors influence the students' reading comprehension?

C. Problems Limitation

The problems identified have broader scopes and it is impossible for the writer to deal with them all. It is better to brief the scopes to get the precise identification. Thus, the writer limits the problems on improving reading comprehension to children through Sight Words Recognition Practices.

D. Problems Statement

Based on the problem limitation, the research problems are formulated as follows:

1. To what extent can the Sight Words Recognition Practices be an appropriate way to improve the students' reading comprehension?
2. Will the Sight Words Recognition Practices improve students' English reading comprehension?

E. The Objectives of the Study

The objectives of this study are to know how far the Sight Words Recognition Practices improve the students' reading comprehension. It also aims to give general description about the implementation of the Sight Words Recognition Practices in the classroom and about the phenomena occurring in the class when the techniques are implemented.

F. Benefits of the Study

The research result is expected to give some benefits to several sides. Firstly, the study will give a clear description about how the Sight Words Recognition Practices is implemented by the researcher who functions as the teacher in order to improve students' reading comprehension.

Secondly, for students, it is expected that the result of the research gives some advantages for the students of Elementary School to have courage to learn English and to have good reading skills.

Thirdly, it is also hoped that by this research, the information gained can be useful for teaching English, especially on teaching reading in Begajah 01 Elementary School as the place where the research is conducted and it is expected that the school is able to improve its quality of English teaching-learning process.

Finally, for Teacher Training and Education Faculty, it is expected that the result of this study can be a medium and a provider of contributions to explore one of the aspect in teaching English. It is also hoped that the study can be one field work that can be used as a comparison for the students of Teacher Training and Education Faculty who are doing the same research.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review on Reading Comprehension

1. The Definitions of Reading

Reading is an activity which involves the comprehension and interpretation of ideas symbolized by written or printed language (De Boer, 1964:17). De Boer defines reading as an activity which has two essential processes; the first is interpretation, the process to decode the written symbols and the second is comprehension, the understanding of the ideas within the printed language. Those two matters play important role on obtaining information from written symbols.

Simanjuntak (1988:3) states that reading is a process of putting the reader in contact and communication. A little different from De Boer, Simanjuntak explains that reading is a process, bringing the reader to interact and communicate to the printed language. The reader is put to interact to writer by using his own skills and his knowledge of the world to get the meaning intended by the writer.

Nuttal, in Simanjuntak (1988:14) defines reading as meaningful interpretation of printed or written verbal symbols. Nuttal gives similar statement to De Boer, although he merely includes one essential process, that is, interpretation. It means that reading is interpreting written symbols to discover the meaning or the information.

Grellet (1981:3) states that understanding a written text means extracting the required information from it as efficiently as possible. The act of extracting the information obviously includes the two essential matters of reading, interpretation and comprehension, which have been stated by the two theorists above (De Boer and

Nuttal). But here, Grellet explains that the aim of reading is to gain the information required by the reader.

It seems that De Boer gives more complete review on reading than others. He explains that reading is an activity, whereas Simanjuntak defines reading as a process. De Boer also involves the essential factors of reading, interpretation and comprehension. Nuttal also states the interpretation of reading as the meaningful way to understand the printed symbols. The aim of reading is stated by Grellet, that is, extracting the required information. Each theorist's review of reading completes the others.

Based on the experts' definitions of reading above, it can be concluded that reading is a communication activity and a mental process of interpreting and comprehending printed ideas to get the required information.

2. The Nature of Word Recognition

2.1 Vocabulary Development

Vocabulary development begins in the child's early months and throughout his lifetime (Bond and Wagner. 1963:149). Then there will be vocabulary which is acquired in childhood, and the vocabulary which is acquired when he grows adult. There are several kinds of the child's vocabulary, the vocabulary which is acquired in the childhood. The first is the child's listening vocabulary which is made up of words which he can hear and understand. As everybody knows that, listening is the first step of being able to communicate. Speaking vocabulary, the second child vocabulary, is made up of words he uses in oral communication. After reaching the phase of speaking, the child develops his listening vocabulary by speaking them up.

Reading and writing vocabularies are developed later on (Bond and Wagner. 1963:149-150). Usually the child gets those vocabularies when he enters the school. The reading vocabulary is developed earlier than the writing vocabulary. The child firstly learns to recognize the written form of the listening and speaking vocabularies. Then he will learn to write down what he has recognized. It is stated by Bond and Wagner (1963:149-150).

When the child enters the first grade, the listening and speaking vocabularies are the first and the second largest vocabularies. The reading and writing vocabularies are indeed very small. Especially the reading vocabulary, within a few years after the child starts to school, the reading vocabulary exceeds the speaking vocabulary, and for good readers, the reading vocabulary even surpasses the listening vocabulary.

Before entering kindergarten, the child usually learns to speak up. Parents usually have their child imitate their speech. When entering the kindergarten, the child starts to learn written symbols although the portion is very limited, just for introduction. In the kindergarten alphabets are introduced to the child. The child will learn to read and write, for example learning to combine the letters into words, step by step in line with the grade promotion in the school. The reading skill of one child to another child is obviously different. A child can be a good reader and poor reader based on the size of the storage of reading vocabulary. It can be seen in the statement of Burns et al. below.

The differences between good reader and poor reader are on the size of the storage of the reading vocabulary and the ability to decode words (Burns et al. 1984:91). The more a reader has the storage of vocabularies the more possibilities of the reader to understand the reading. The reading process will be disturbed when the reader has to stop to analyze a strange word to decode. Of course a child, maybe, doesn't understand what *democracy* is. At his level, he can improve his storage of

‘things around him’ vocabularies, for instance things in the house, parts of the house, parts of child’s body, and many others.

Qian in the Language Learning Journal (2002:517) reviews the role of knowledge of vocabulary in reading comprehension as follow:

The more words a learner knows, the more likely it is that he or she will have a greater depth of knowledge for these words. Equally, although having a larger vocabulary size will give the learner a larger database from which to guess the meaning of unknown words or behavior of newly learned words, having deeper vocabulary knowledge will very likely improve the results of the guessing work.

It can be concluded that the more a reader has knowledge of vocabulary, the more chance for him to guess the correct meaning of the unfamiliar words he meets on a reading.

It is important for the child to develop his vocabularies to be more independent reader. The child needs to build skills and technique of word recognition. The goals of word-study as stated by Bond and Wagner (1963:152) are building meaning vocabulary, identifying new words with speed and understanding, and recognizing known words immediately.

Understanding the meaning of the word he is recognizing is a must. The child understands the meaning of new words from the context of the passage and from the other words he knows. In identifying new words with speed and understanding, the child must develop the ability to identify and understand printed words in the first time he meets. It means that the child must develop word recognition skills which enable him to identify and associate printed words to the proper meanings. Recognizing known words immediately means that the child is able to read several words in thought units at a glance. A word becomes part of sight vocabulary after it has been met in sufficient number of times so that it can be recognized immediately.

For some words, one may need only few repetitions; for other words, many repetitions are necessary.

Bond and Wagner (1963:153) state that the number of vocabulary a child develops is also highly related to his comprehension ability. It is obvious that a reader cannot understand a sentence or a paragraph if he does not know the meanings of the words of which they have composed. The theories above show that words plays significant role for the child to comprehend a passage. So that having word recognition skills is a must.

2.2 Word Recognition

The storage of words and the ability to decode words are closely related to word recognition. According to De Boer (1964:83) word recognition refers to the ability to recognize sound and meaning of words as they appear on the printed page. Word recognition has something to do with identification of new words independently, recognition partially known words with a minimum analysis, and recognition known words rapidly with a quick visual inspection (Bond and Wagner. 1963:167). They also explain the word-recognition as follows (1963:167-168):

..., word-identification and word-recognition are two interrelated features of word-perception. The first inspection of a new word involves identification of the printed symbol in terms of its sight, sound, and meaning. Further contacts with the word develop recognition. The development of word-recognition, as here used, implies identification as the first step in the process, carried through subsequent recognitions until printed symbol finally is grasped at a glance and becomes a sight-word.

It can be seen that word-identification and word-recognition derive from word-perception. Word-identification is the first step of word inspection and then develops to word-recognition. In the word recognition process, a printed symbol is

grasped at a glance and becomes a sight word. The sight word can be recognized and understood immediately when the child meets it in a passage.

Word recognition has an important role for a child, as a developing reader, to be a good reader. To be a good reader the child must have word recognition skills. The word recognition skills help a reader recognize and decode words while reading. They include developing a store of words that can be recognized immediately on sight (sight words) and being able to use context clues, phonics, structural analysis, and dictionaries for word identification (Burns et al. 1984:91). The using of context clues, phonics, structural analysis, and dictionaries are referred to as word attack skills.

De Boer (1964:83) also proposes similar idea of word recognition skills. They are recognizing whole words by sight, using context clues, analyzing words phonetically, using structural analysis of words, and using the dictionary. Word recognition skills support on identifying and recognizing words to reach reading comprehension.

3. Reading Comprehension

The objective of all readers is or should be comprehension of what they read (Burns et al. 1984:148). The result of reading activity is the understanding of what has been read. It is obvious that reading without comprehension seems to be something useless. Reading cannot be separated from comprehension. One must comprehend text in order to understand and interpret the written symbols.

Comprehension is the understanding of a written text or extracting the information required from it as efficiently as possible (Grellet, 1981:3). Reading comprehension is closely related to the ability of a reader to decode the written

symbols. According to Burns et al. (1984:148) decoding skills are merely a means of understanding the written material.

Comprehension is made up of a number of basic abilities, including skill in recognizing words and the means, in grouping words into thought units and in giving the proper emphasis to the thought units so that the sentences maybe understood (Bond and Wagner. 1963:200). This statement is also formulated by Burns et al. into four basic comprehension units.

Burns et al (1984:151) state that the basic comprehension units in reading are words, sentences, paragraphs, and whole selections. The idea above is supported by Bond and Wagner (1963:201-206) which construct some basic comprehension abilities as comprehending word-meanings, comprehending thought units, comprehending sentence sense, comprehending paragraphs, and understanding total selection. The review is as follows:

1) Comprehending Word-Meanings

Probably the most basic of all comprehension abilities is associating the correct meaning of word with its printed symbols. Word-meaning is so essential to word-recognition and so interrelated with word-recognition. It is also true that the student comprehends the printed page only to the degree that he understands the specific meaning of essential word used by the author.

2) Comprehending Thought Units

The crux of efficient meaningful reading is having sufficiently rapid word-recognition techniques to enable the reader to assemble words into though units, coupled with skills in locating and using those units in rapid, thoughtful reading. It should be stressed that the development of reading by

thought units not only increases the speed of reading but also produces more adequate comprehension of the material read.

3) Comprehending Sentence Sense

Sentence sense includes the student's appreciation of the unity of a sentence. The students must be taught to sense the relationship between its parts, and to sense the parts in sentences of unusual order. The form of exercises that proves useful is to have the student locate in sentences within material he is reading those parts that tell who, did what, when, why, and so forth.

4) Comprehending Paragraphs

The basic elements of paragraph comprehension are taught by giving specific attention to the meaning and organization of paragraphs. The student should be able to identify various types of paragraphs in material he is reading, and then he should be able to identify the topic sentences. It can help him to understand the meaning of the paragraph.

5) Understanding Total selection

Sensing the meaning of a total selection is a basic comprehension ability that depends upon discerning the interrelationship among the paragraphs and also the interrelationship among the various sections of the larger presentation. Detecting the difference between well-organized and poorly organized factual or narrative presentation leads understanding of the total selection.

The ideas above show that words, including their meanings, are the first units of comprehension that should be recognized before the others. It is important for the

children to study the words to comprehend step by step the more complex combination of words: thought units, sentences, paragraphs, and total selection.

Reading comprehension has different levels. Burns et al (1984:177) divide reading comprehension into literal comprehension, interpretive comprehension, critical reading, and creative reading.

1) Literal Comprehension

Reading for literal comprehension, which involves acquiring information that is directly stated in a selection is a prerequisite for higher-level understanding. Recognizing stated main ideas, details, causes and effects, and sequence is the basis of literal comprehension, and thorough understanding of vocabulary, sentence meaning, and paragraph meaning is important.

2) Interpretive Comprehension

Interpretive comprehension involves reading between the lines or making inferences. It is the process of deriving ideas that are implied rather than directly stated. Reader makes inferences based on their schemata. It is important to realize that children have less prior knowledge than adults and do not make inferences spontaneously; even they possess the necessary schemata or background knowledge.

3) Critical Reading

Critical reading is evaluating written materials, comparing the ideas discovered in the material with standards and drawing conclusions about their accuracy, appropriateness, and timeliness. It requires the reader to have critical thinking of what they read. Critical reading depends upon literal

comprehension and interpretive comprehension, and grasping implied ideas is especially important.

4) Creative Reading

Creative reading involves going beyond the material presented by the author. It requires readers to think as they read, just critical reading does, and it also requires them to use their imaginations.

By the level of reading comprehension above, it can be seen that the reading comprehension of a child develops. The development of reading comprehension can be developed step by step beginning from the literal comprehension. Developing a child's reading comprehension needs to fit the objectives of teaching reading to the level of the child's learning development.

Heilman (1961:137-238) proposes the objectives of teaching reading in the primary grade as follows:

1. Develop a large sight vocabulary.
2. Expand the child's stock of concepts and word meanings.
3. Learn and apply phonic principles for sounding out unknown words.
4. Review and extend knowledge of language sounds associated with vowel and consonant combinations.
5. Use punctuation for smooth meaningful reading.
6. Develop the skill of reading several words together as thought units, either phrases or sentences.
7. Reduce the number of occurrences of reading errors such as hesitations, regression, repetition, substitutions, or omissions.

8. Develop the ability to recognize known root words in new word forms which include prefixes or inflectional endings.
9. Further develop the attitude that reading is always purposeful and that the child must clarify his purpose in specific reading tasks.
10. Use the context as an aid in attacking unknown words.
11. Enjoy and appreciate the vicarious experiences which are open to him in reading.

The eleven objectives above are the prerequisites which should be acquired by the children of primary grade. And the first objective that should be acquired is developing sight vocabulary. It can be concluded that developing sight vocabulary is fundamental.

Based on the Standard Competencies and Basic Competencies of the fifth grade of Elementary School, a child should achieve the standard competency and the basic competencies on reading comprehension as follows:

Standar Kompetensi	Kompetensi Dasar
Membaca Memahami tulisan bahasa Inggris dan teks deskriptif bergambar sangat sederhana dalam konteks sekolah.	<ol style="list-style-type: none"> 1. Membaca nyaring dengan ucapan, tekanan, dan intonasi secara tepat dan berterima yang melibatkan: kata, frase, dan kalimat sangat sederhana. 2. Memahami kalimat, pesan tertulis, dan teks deskriptif bergambar sangat sederhana

	secara tepat dan berterima.
--	-----------------------------

It also can be seen that the objectives of reading comprehension of the fifth grade of elementary school focus on the comprehension of very simple sentences, written messages, and illustrated descriptive texts. To reach higher level of objectives, the students need to improve their storage of sight vocabulary. The number of the storage of the sight vocabulary influences the students' reading comprehension level. A set of techniques which is appropriate to improve children's sight vocabulary is Sight Words Recognition Practices.

B. Review on Sight Words Recognition Practices

1. The Nature of Sight Words

The importance of teaching sight words is stated by Heilman (1961) that basic reader series embrace two major premises. The first is the child should learn a number of words as "sight recognition words" before attempting any type of words analysis and the second is the introduction of new sight words should be systematically controlled.

Developing storage of sight words influences reading fluency. Burns et al (1984:92) state that the larger the store of words a person has, the more rapidly and fluently he or she can read a selection. The more mature and experienced a reader is, the larger his or her store of sight words becomes. Burns et al. (1984:92) give the definition of sight words as words that are recognized immediately without having to resort to analysis.

Comprehending a passage and reading speed will be disturbed when the reader has to pause too often to analyze unfamiliar words. One goal of reading

instructions is to turn all of the words that students continuously need to recognize in print into sight words (Burns et al, 1984:92).

Burns et al (1984:92) formulate that a sight word approach (also referred to as look-and-say or whole words approach) to teaching beginning reading makes sense for several reasons.

- 1) English contains a multitude of irregularly spelled words, that is, words that are not spelled the way they sound. Many of these are among the frequently used words in English. The spellings of the following common words are highly irregular as far as sound-symbol associations are concerned: *of, through, two, know, give, come, and once*. Rather than trying in vain to sound out these words, children need to learn to recognize in sight as whole configurations.
- 2) Learning several sight words at the very beginning of reading instruction give the child a chance to engage in a successful reading experience very early and consequently promotes a positive attitude toward reading.
- 3) Words have meaning for youngsters by the time they arrive at school, but single letters have no meaning for them. So presenting children with the words at the beginning allows them to associate reading with meaning rather than with meaningless memorization.
- 4) After children have built up a small store of sight words, the teacher can begin phonics instruction with an analytic approach.

The sight words approach can be implemented in the classroom by teaching sight words recognition practices. The teacher may develop the technique of teaching sight words. The practices may be by doing games or the other techniques.

2. Sight Words Recognition Practices

Burns et al (1984) propose several techniques of teaching sight words, such as paper clip pictures, framed-words, and words in context. Those techniques are useful for children to memorize a word and its meaning and recall it while reading as quickly as possible. Moreover, the set of techniques above is appropriate to be applied by the children. Scott and Ytreberg (1990:5-6) state what should be done by an English teacher in his teaching to children as follows:

1) Words are not enough

Do not rely on the spoken word only. Most activities for the younger learners should include visualization, movement, and involve the senses.

2) Play with the language

Children have an amazing ability to absorb language through play and other activities which they find enjoyable. Giving situation to the children to play or to have experiments with language they learn, for example playing with words, is required.

3) Variety in the classroom

Since concentration and attention spans of the children are short, variety is a must – variety of activity, variety of pace, variety of organization, variety of media, and etc. The varieties in the learning activity will help the children to keep their attention to absorb the materials given.

4) Routines

Children benefit from knowing the rules and being familiar with the situation. Children like something familiar with them.

5) Cooperation

Most children like to have other children around them, and sitting with others encourages cooperation.

By considering the characteristics of the children's language learning above, the Sight Words Recognition Practices are conducted as follows:

1) Paper-Clip Pictures

It is about an activity by using a set of pictures representing words which are clipped on a paper. Each picture will be clipped on the appropriate word representing it. The teacher may modify the technique by sticking the picture cards on the blackboard or by utilizing other techniques as long as the main aim of this one of the Sight Words Recognition Practices finally is reached. The procedure of the activity also depends on the teacher's creativity. One technique is by doing game. For instance, the teacher prepares at least 20 picture cards and explains what pictures they are, by raising every picture and spelling its name. The students are asked to repeat the name spelling after the teacher. And then the teacher writes down name of each picture on the blackboard.

After feeling confident that the students have recognized the names given, the teacher may start the game. The teacher divides the students into two groups, namely, the Challengers and the Challenged. Each team consists of three students. The roles of the Challengers are pointing a team to be challenged and choosing three picture cards from the teacher to be given to the Challenged standing in front of the classroom. Each member of the Challenged group gets one picture to be stuck to a box in front of its appropriate name on the blackboard. The other teams and the teacher judges how many picture cards are stuck appropriately by the Challenged. Each team will be the Challengers and the Challenged.

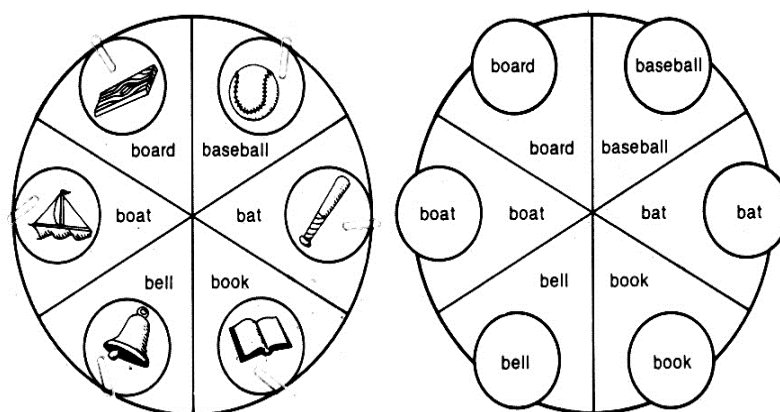


Figure 1

2) Framed-Words

It is an activity by using framed words. The shape of the word frame is suited to the shape of the word. The words are framed to show the visual configuration of them. The visual configuration will help the students easily recognize a new word; due to each word has different visual configuration.

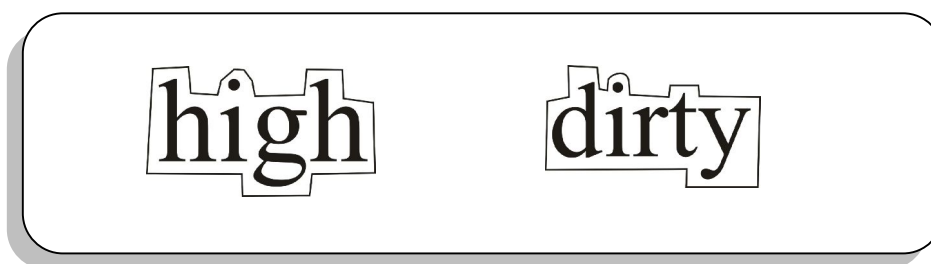


Figure 2

To teach this sight word recognition practice, the teacher may also do the game as used in the Paper-Clip Pictures activity. Although there are different media and little bit different rules of the game. Firstly, the teacher writes down some words from the framed-word cards on the blackboard and

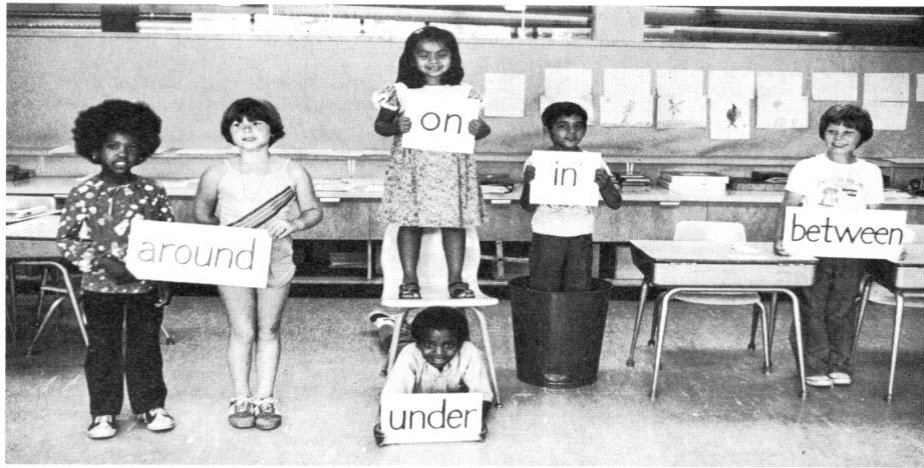
draws the frame of each word. And then he spells the words and gives the meaning. The students repeat after the teacher and write down the framed-words on their own book. The writing activity here helps the students practicing to make the word frames. After the students recognizing each word the game can be started.

In the game, the roles of the Challengers team are choosing three framed-word cards and then spell the words one by one to the Challenged team. Each member of the Challenged writes down one word and draws its frame on the blackboard. The other teams and the teacher give judgment and correction.

3) Words in Context

This activity is about the using of a word in a real context or experiencing a word. For example, a student brings a paper board said 'between', so that he will stand up between two tables. It will help the students to recognize, for example the use of prepositions, more easily.

To practice this activity the teacher may use the same procedure as used in the previous activity. Before doing the game the teacher should give the explanation of the words going to be given. The explanation is about the spelling and the L1 meaning of the words. Having understood by the material given the students can be asked to do the game.



Practice with potential sight words—such as these five common prepositions—should involve using the words in context. (© Michael Goss)

Figure 3

The Sight Words Recognition Practices gives more chance to the students to practise more the new words they get. The procedures of the Sight Words Recognition Practices create situation where the students have more practices and repetitions of their new words so that the students memorize and retrieve the new words easily as sight words.

The Sight Words Recognition Practices have the students pay more attention in the learning process, since the practices need visual, auditory, and physical aspects of the students so that they become more active. The practices including various fun tasks prevent the students from learning boredom and help the students keep their mind to the material they learn. Keeping the students' attention is very crucial. The materials given in the learning process will be lost if there is no attention to them. Ormrod (2003:196) states that anything in the sensory register that does not get a person's attention disappears from the memory system.

Sensory register is a term of Cognitive Psychology on the storage of everything which is seen or heard, or everything which is sensed, for example the surrounding scenery of a man standing in a party. There are many things he can see.

He could see many delicious dishes, various wines, luxurious lamps, and a beautiful woman. The objects caught to his senses are stored in the sensory register. The storage of those information will disappears if there are no treatment to keep them; attention. The man in the party decides to stare at the beautiful woman; in other word he pays attention to her. The thing he will memorize is the beautiful woman and the other objects disappear from his mind.

The students doing the Sight Words recognition Practices are paying attention to the new words they learn. All the new words come to their sensory register and disappear if the students give no attention. So that the teacher has them do the practices to keep the words they learn in their mind. The Sight Words Recognition Practices are designed to ease the students memorize the new words to be sight words. The Paper-Clip Pictures visualize the words they learn. The Framed-Words create the visual configuration or the shape of the learned words, while the Words in Context enable the students to practice the new words in certain context.

C. Rationale

Words play dominant role in the reading comprehension succeed. The reading process will be disturbed when the reader has to stop to analyze a strange word to decode. It is important to the students developing their vocabularies to be more independent reader. The more a reader has knowledge of vocabulary and has larger size of vocabulary, the more chance for him to guess the correct meaning of the unfamiliar words he meets on a reading. To be a good reader, a student should have word recognition skills. One of them is developing a store of words that can be recognized immediately on sight (sight words).

To develop the storage of sight words or sight vocabulary of the students the teacher can use the Sight Words Recognition Practices which consist of Paper-Clip

Pictures, Framed-Words, and Words in Context. Those kinds of practices are designed to create fun learning situation and to enable the student storing new vocabularies easier.

After the students do the sight words recognition practices, the storage of sight vocabularies or sight words will increase. It will help the students to recognize and decode words quickly while reading a selection. The problem of taking time to analyze a word is minimized. Thus, the whole selection will be comprehended well.

D. Hypothesis

Based on the rationale above, the hypothesis can be formulated as follows:

Sight Words Recognition Practices are capable of improving students' reading comprehension of the fifth grade of SD Negeri Begajah 01. There is a significant difference in reaching reading comprehension between the students who have less storage of sight words and those who have more storage of sight words. The student who has more storage of sight words will be more successful in reaching reading comprehension.

After Sight Words Recognition Practices, students produce higher the students' reading comprehension than before applying the Sight Words Recognition Practices. Shortly, the writer proposes an action hypothesis: that Sight Words Recognition Practices can improve the reading comprehension of the fifth grade students of SD Negeri Begajah 01.

CHAPTER III

RESEARCH METHODOLOGY

Research is systematic process of inquiry consisting of three elements:

(1) a question, problem, or hypothesis, (2) data, (3) analysis and interpretation of data (Nunan, 1992: 3). This chapter discusses the research method that is used in this study and covers setting and subjects of research, method of the research, and the steps of conducting the research. Each of them is discussed in the following section.

A. Setting and Subject of the Research

This research is about improving students' reading comprehension by using Sight Words Recognition Practices. It is conducted in SD Negeri Begajah 01 Sukoharjo. It is located at Jalan Suyud No. 8, Begajah, Sukoharjo, Central Java. The subject of this research is the fifth grade students of SD Negeri Begajah 01 Sukoharjo which consists of 18 students. The research was conducted on September 2009.

B. Method of the Research

The research is conducted as a Classroom Action Research where the researcher is also the English teacher of the fifth grade students of SD Negeri Begajah 01 Sukoharjo.

The Definition of Action Research

There are several definitions of Action Research (AR). One of them comes from Burns (1994:293) that action research is the application of fact finding to practical problem solving in a social situation with a view to improving the quality of action within it, involving the collaboration and co-operation of researchers, practitioners and laymen.

While Mills in his book Action Research defines AR as follow,

Any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stakeholders in the teaching learning environment, to gather information about the ways that their particular schools operate, how they teach, and how well their students learn. This information is gathered with the goals of gaining insight, developing reflective practice, effective positive changes in the school environment (and on educational practices in general), and improving student outcomes and the lives of those involved. (2000:6)

Action research is done by systematically collecting data on the teacher's everyday practice and analyzing it in order to come to some decisions about what the teacher's future practice should be (Wallace, 1998:4). The same idea is stated by Bogdan and Biklen in Burns (1994:30) that action research is the systematic collection of information that is designed to bring about social change.

Burns (1994:30) suggests a number of common features which can be considered to characterize action research:

- 1) Action research is contextual, small-scale and localized—it identifies and investigates within a specific situation.
- 2) It is evaluative and reflective as it aims to bring about change and improvement in practice.
- 3) It is participatory as it provides for collaborative investigation by teams of colleagues, practitioners and researchers.

- 4) Changes in practice are based on the collection of information or data which provides the impetus of changes.

Based on the explanations above, it can be concluded that action research is a research conducted by practitioners (teachers) in order to improve their own teaching and learning processes. It can be done either collaboratively or individually. It is expected that the result of the research can be able to be interpreted so that teachers who have the same problems can implement it.

Action research is not confined to a particular methodology. It may utilize qualitative or quantitative methodology, or mixture of both. In this research, the researcher utilizes the mixture of both methodologies.

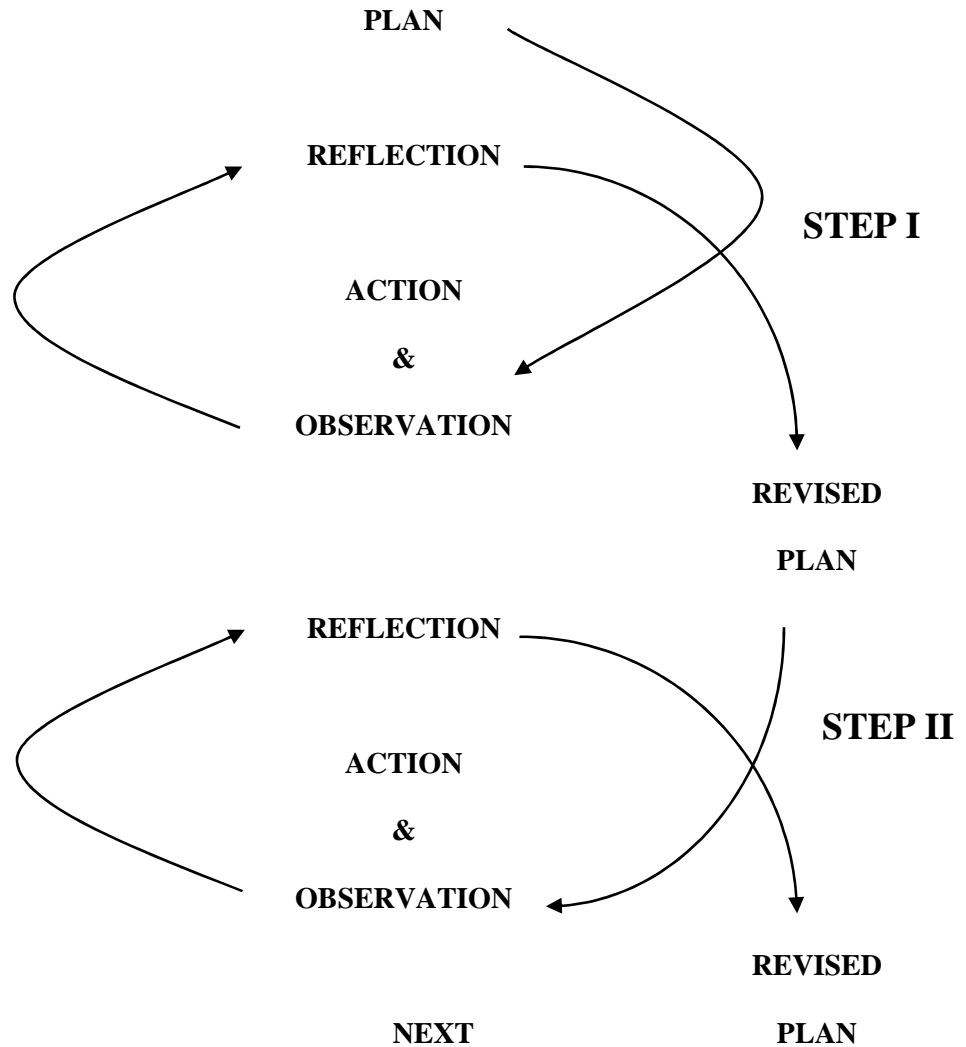
1. The model of Action Research

Kemmis and McTaggart in Burns (1994:32) state that Action Research proceeds through a dynamic and complementary process, which consists of four fundamental steps in a spiraling process as follows:

- a. Planning** (Developing a plan of critically informed action to improve what is already happening.)
- b. Action** (Acting to implement the plan.)
- c. Observation** (Observing the effects of the critically informed action in the context in which it occurs.)
- d. Reflection** (Reflecting process on these effects as the basis for further planning, subsequent critically informed and so on, through a succession of stages.)

The spiral model (Kemmis & McTaggart in Burns 1994:33) can be illustrated as

follows:



In this research, the four steps above will be expanded into five steps, namely: 1) planning the action, 2) implementing the action, 3) observing or monitoring the action, 4) reflecting the result of the observation, 5) revising the plan for the following step. Those five steps form one cycle.

2. Procedure of Action Research

There is a flow, or set of steps for initiating and completing an action research subject. It starts with classroom situations that teachers or practitioners find unsatisfactory learning result and in need of improvement. Then they do a number of phases which often recur in cycles: planning, action, observation, and reflection.

In more details, the process done in this research runs with the following procedures:

a. Identifying the problems

To start an action research project, the researcher needs to decide in a problem. In this research, the problem is identified after interviewing the English teacher. It refers to the students' reading comprehension is still low and needs improvement.

b. Planning the Action

The most important outcome of the planning phase is a detailed plan of the action the researcher intends to take or the improvement she intends to make. Here, the researcher prepares everything needed in doing the action in order to improve the students' reading comprehension. In this research, the researcher works as the teacher.

The use of Sight Words Recognition Practices to improve students' reading comprehension in this research uses the researcher's materials. The researcher conducts the materials adapted to the school curriculum. The students are requested to have reading practices by doing the Sight Words Recognition Practices. Nevertheless, the teaching activity is delivered as easily as possible so that it will not give any burden to students.

The planning of the research consists of some steps, as follows:

- 1) The researcher firstly gives the students pre test and evaluates the result.
- 2) Then, he makes lesson plans that will be used to teach the students that will support to improve their reading comprehension.
- 3) After making lesson plans, he also prepares learning media for the students to practice the Sight Words Recognition Practices.

- 4) The researcher implements the lesson plans he has made.
- 5) The researcher gives post test 1 and evaluates the result to decide the next cycle action.
- 6) Having finished applying all the lesson plans, the researcher gives post test 2 (final test) and evaluates the result.
- 7) Then, he compares the result of the pre test, the post test 1 and the post test 2 (final test) and identifies the scores comparison.

c. Implementing the Action

In carrying out the action, the researcher implements the plans he has made. He implements the lesson plans he has made. The researcher also implements the reflective learning to improve the students' reading comprehension. He provides learning media for the students to practice the Sight Words Recognitions Practices.

d. Observing and Monitoring the Action

The observation phase is done during the teaching and learning process. In this phase, the researcher also observes all activities happening in the classroom and takes notes related to the process of teaching and learning process. The researcher also takes some photographs of the teaching and learning process.

e. Reflecting the Result of the Observation

At the end of the action implementation, the researcher reflects critically on what has happened. There are some questions used to guide reflection in this research, as follows:

- 1) Is there any improvement?

- 2) If there is any improvement, how effective is it?
- 3) If there is no improvement, what are the barriers to improve?
- 4) What further cycle should be taken?

f. Revising the Plan

Revised plan is needed when the action cycle does not make any significant improvement on the students' learning motivation. It means that the researcher should do further cycle.

3. Steps of Conducting Action Research

a. Data Collecting

The data of this research were collected by using some techniques of qualitative data collection including: interview, observation, tests, and document analysis. Photographs were also taken during the implementation of the research to provide more accurate data. The data, which were collected in this study, consisted of the information gained in the pre-research, the process and the result of Action Research implementation. The whole application of the data collection used in this study was summarized as follows:

<i>Steps of the study</i>	<i>Participants</i>	<i>Techniques</i>	<i>Data</i>
<i>Pre-research</i>	<i>Teacher</i>	<i>Observation</i>	<i>Observation report</i>
	<i>Researcher</i>	<i>Interview</i>	<i>Transcript of the</i>

			<i>interview result</i>
<i>Implementation</i>	<i>Researcher</i>	<i>Observation</i> <i>Photograph</i> <i>Tests</i> <i>Document analysis</i>	<i>Field notes</i> <i>Photographs of teaching-learning process</i> <i>The results of the pre test, post test 1, & post test 2</i> <i>Lesson plan, students' worksheets, & the scores list</i>
<i>Result Discussion</i>	<i>Teacher Researcher</i>	<i>Tests Results</i> <i>Interview</i>	<i>The comparison of the pre test, post test 1, & post test 2 scores</i> <i>Transcript of the interview result</i>

1) **Observation**

Burns (1999:80) says that observation is taking regular, conscious notice of classroom action and occurrences, which are particularly relevant to the issues or topics being investigated. By doing observation, researchers can get document and reflect systematically upon classroom interaction, and events, as they actually occur rather than as we think they occur. Observation,

then, can be referred to using procedures that ensure that information collected provides a sound basis for answering research questions and supporting the interpretations that are reached.

In this research, an observation was done in the pre-research and in the implementation of the action. In pre-research, observation was conducted to get information about classroom environment, class condition, the teaching techniques of the teacher, and the learning techniques of the students. In the action implementation, the observation included the students' behaviors and action in the classroom during the learning process.

2) Tests

The tests given to the students are used to know students' reading comprehension before and after the treatments. The tests are divided into three phases, that is, Pre test, post test 1, and post test 2 (final test). The pre test was used to know the students' reading comprehension before the implementation of the action. Post test 1 and post test 2 are used to know the students' reading comprehension after the implementation of the action.

3) Field Notes

Taking notes or field notes is another way of collecting information about classroom events, the teaching process, or the students' behavior. They are used to record activities happening in the class.

4) Documents

Documents are readily accessible source of data in Action Research. There is a wide range of documents that could be related to the research focus, including the lesson plans, the students' worksheets, and the results of the tests (the scores list).

5) Interview

According to Burns (1999:17), interviews and discussions are face-to-face personal interactions, which generate data about the research issue and allow specific to be discussed from other people perspective.

In this research, the researcher interviews the teacher to identify the problem and the source of the problem faced by the students on reading comprehension so that he can decide the most appropriate ways in solving it.

6) Photograph

Photograph is a technique for data collection, which combines a range of language classroom tasks and activities effectively where visual aids are an invaluable support in learning. (Burns, 1999:101)

During the implementation of the action, the researcher took photographs which cover students' behavior and students' learning activities to provide the more accurate data.

b. Data Analysis

During the process of Action Research, the researcher collected the following group of data: transcript of interview result, pre-research observation report, tests results, field notes, photographs of teaching learning process, and research documents which consists of: lesson plans, the students' worksheets, and the scores list.

The data were analyzed by using qualitative data analysis. The researcher analyzed the data by reading the transcript of the interview result, pre-research observation report, and field notes many times. While re-reading the data, he coded the data, which were answered the research questions and made the notes in separate paper. He also coded and noted other findings, which occurred during the

research. In particular, rereading the field notes was combined with reviewing the photographs of the teaching learning process.

Documents collected in this research include: the lesson plan, the students' worksheets, and the list of the students' scores. To analyze the data the researcher compared qualitatively the pre test, post test 1, and post test 2 (final test) scores. The improvement significance could be seen from the scores comparison.

The documents were analyzed to provide representative data especially to show the accurate results of the improvement of the students' reading comprehension.

CHAPTER IV

THE RESULT OF THE STUDY

The objectives of the study are used to know whether Sight Words Recognition Practices can improve students' reading comprehension and to find out to what extent the Sight Words Recognition Practices improve the students' reading comprehension in elementary school. Those findings and the discussion are described in this chapter.

Every cycle in this research consists of series of steps, namely: identifying problem and planning, implementing the action, observing and monitoring the action, reflecting the result, and revising the plan.

A. Process of the Research

In conducting the research, the researcher performed the teaching of English to the 5th grade of SD Negeri Begajah 01.

1. Pre-research

In the pre-research, the researcher found no significant problem identified related to the students' reading comprehension. The problem was in the techniques used by the teacher in teaching reading which were less varied; especially in giving meaning of new words. When explaining the new words met by the students in reading, the teacher would directly give the meaning or she would have the students read the dictionary. Opening the dictionary is one of the word recognition skills but there is no one best technique to study words.

The indicators of the problem can be seen in a situation of the pre research on Wednesday, September 9th. One of the students, Danti, was asked by the teacher

to find out the meaning of word 'fishing'. There were two problems faced by the student: firstly, she couldn't find the word 'fishing' directly, due to the word was laid in the item 'fish'. Secondly, after few minutes, the teacher asked Danti what was meant by 'fishing'. Unfortunately, Danti did not remember even the word she had just found out. From those findings above, it can be seen that opening dictionary is not the best way to recognize words, moreover recognizing the words immediately.

Based on the psychological approach, Danti gives just a little attention to the word she looked up; so that the storage of word 'fishing' stored in her sensory register might disappear. To save information need repetition and rehearsal. Danti would recognize word 'fishing' immediately if she looks up the word in the dictionary for several times.

The problems existing in the reading class above mostly come from the technique which gives less rehearsal and repetition in studying new words. The teacher only utilized the dictionary to identify and recognize new words. It is possible if the students get bored of studying reading due to the teacher's monotonous technique. For the elementary students, various techniques should be utilized to build motivational English learning, especially in improving students' reading comprehension.

2. Research Implementation

The implementation of this action research was held in two cycles. Each cycle included several meetings. It followed the time schedule of the school; it should run for 2×45 minutes in each meeting. Each meeting took 90 minutes.

Each cycle consisted of five steps, they were: 1) planning the action, 2) implementing the action, 3) observing the action, 4) reflecting the action result, and 5) revising the plan. In the first cycle, the writer used Framed-Words, Words in Context, and Paper-Clip Pictures practices. This cycle ran in three meetings conducted on September 10th, September 11th, and September 12th. Meanwhile the second cycle included two meetings. The researcher conducted the second cycle on September 29th to repeat and revise the 'Framed-Words' and 'Words in Context' practices, and September 30th 2009 to repeat and revise the 'Paper-Clip Pictures' practice. Every cycle in this research consisted of a series of steps, namely identifying the problems and planning the action, implementing the action, observing or monitoring the action, and reflecting the result of the action. They are explained in the following part:

a. Cycle I

1) Planning the action

Before making the action plan for this cycle, problems have to be identified first. In this research the problems identified by the researcher after doing observation were: in teaching reading, the teacher only used the dictionary to introduce new vocabulary to the students. It was not due to the inappropriate technique of using the dictionary. Using dictionary is one skill of the word recognition skills. Nevertheless, there are still weaknesses in it, as seen in the students' reading comprehension which was disturbed by new words in the text. After looking up the new words, in the dictionary the students often missed the meaning of the new words they had searched. It was because they only met the new words once, and there was no other

chance to keep the new word in their mind. It seemed to be a monotonous technique to study new vocabulary which could create a boring situation for the students. The motivational situation was that it was absolutely needed to attract the students' attention in learning.

After finding the facts that the students' reading comprehension (especially in the word recognition) needed to be improved by various practices, the researcher planned to improve students' reading comprehension by choosing some practices of recognizing new words. He decided to use Sight Words Recognition Practices as the technique. He believed that doing the Sight Words Recognition Practices would help the students to recognize new words immediately so that their reading activity was not disturbed and improved reading comprehension successfully. Besides, the practices could improve their enthusiasm of learning English. Then, the researcher prepared the media of the practices for the students, designed the Lesson Plans, and created the materials for teaching activities and for supporting the actions like observation sheet and a camera.

2) Implementing the action

a) First Meeting (07.30 a.m-09.00 a.m)

The first meeting was conducted on Thursday, September 10th, 2009. The teacher came to the class then greeted and introduced himself to the students first. After that, the teacher gave a pre-test. "*Kok susah sekali, Pak?*" Some students complained about the worksheet. "*Ga apa-apa. Itu cuma buat mengukur kemampuan kalian.*" The teacher replied. Then the teacher explained the procedure of doing the test. After the students finished doing their test, the teacher collected the worksheet and

corrected them. The teacher found that most of the students got less than 6.0, with 10 as the maximum score. It can be concluded that the students' reading comprehension had to be improved.

At eight a.m., the teacher divided the students into six groups. There were eighteen students, so that there were three students in each group. There were Green, Blue, Grey, Yellow, White, and Red groups. The groups were conducted based on the students' attendance list. After the groups were formed, the teacher prepared for the Framed-Word practice. The teacher firstly explained to the students that there would be a practice of using words. "*Berarti nanti ada game, Pak?*" Some students asked enthusiastically showing that they were interested in the learning. "*Ya, nanti ada game. Tapi sekarang perhatikan papan tulis dulu.*" And then the teacher wrote down the words and drew the frame of each word. The words taught were: 'big', 'clean', 'dirty', 'flat', 'high', 'large', 'long', 'nice', 'short', and 'small'. Having written down the words, the teacher pronounced the words and asked the students to repeat after him. The teacher also gave the meaning of the words in Indonesian. And then the teacher had the students wrote down the words and drew the frame of each word.

The practice was ready to be done. The teacher explained to the students the procedure of the practice done in a game called *Challenge Us!*. The procedure of doing the game was that there should be a group as the Challenger team and there should be a group as the Challenged team. The teacher chose group Grey to be the Challenger. Grey was free to choose their opponent. Grey chose Blue as the Challenged team. The

rule of the game was very simple. Group Grey, as the Challenger, chose three cards of the Framed-Words from the teacher. And then they should say the meaning of the Framed-Words one by one. They said *bersih*, *datar*, and *luas*. The tasks of group Blue, as the Challenged, were standing in front of the blackboard, and then they should write down the words in English and drew the appropriate frame of each word. One member of the Challenged got one Framed-Word. As the result, group Blue did quite well. There was one mistake (a member wrote 'big' rather than 'large' for the Indonesian word *luas*) found by the teacher together with the students. It was meant that the turn of group Grey to be the Challenged. In brief, group Grey did quite well too. There was one mistake. Here was the statistics of the game, in the first round: Grey-Blue (2-2), Yellow-Red (1-1), and Green-White (0-2). In the second round, the statistics was as follow: White-Yellow (3-2), Blue-Green (3-2), and Red-Grey (3-3).

The result of the game showed that in the first round there were no perfect scores (3), which meant that a group wrote and drew all the questions correctly. However, three groups were almost perfect, two of them still got 1 correct answer, and there was only a group getting 0 score. In the second round, the statistics were extremely different. Two teams got perfect scores, three teams were almost perfect, and group Green successfully improved their score into 1. Not only the students had improvement on words study, but also the students' motivation to study words was improved. Every group wanted to be the first to do the game.

And even when the time is up, the students still wanted to play the game. The Framed-Words Practice was ended at nine o'clock by the teacher.

b) Second Meeting (07.30 a.m-09.00 a.m)

The second meeting was conducted on Friday, September 11th, 2009. The teacher gave the students the second practice, the Words in Context. Firstly, the teacher greeted the students and checked the students' attendance. No students were absent. "*Pak, game lagi, Pak? Game lagi aja ya Pak ya...*" The students directly asked enthusiastically to the teacher to start the lesson. "*Ok..tapi sebelumnya perhatikan papan tulis dulu...Ayo semuanya! Ga 'sah rame..*" The teacher then prepared the media and the material. He wrote down the words on the blackboard. The words were 'on', 'in', 'behind', 'under', 'above', 'near', 'far', 'between', 'beside', 'outside' and the last 'front'. The students had to write down the words on their own notebook.

After writing down the words, the students repeated after the teacher pronouncing the words on the blackboard. And then the teacher started a simulation of using the words in their contexts. He asked five students to stand in front of the class. The teacher needed their help to practice the first simulation of the words 'on', 'in', 'above', 'between', and 'under'. The student who held a paperboard said 'in' should put his foot into a garbage bin. Who held 'on', should stand up on the chair. Who held 'above', should raise the paperboard up above his head. Who held 'under', should sit down under the table. And who held 'between', should stand up between two chairs.

To do the second simulation, the teacher needed five students. Two students held paperboard said 'far' should hold the paperboard together while they stood up far from each other. Different from two students above, two students who held paperboard said 'near' held the paperboard together but they stood up closely from each other. The paperboard 'beside' was also simulated by two students. One student held the paperboard and stood up beside the other. A student who held 'outside' paperboard should stand up outside the classroom near the classroom door.

The next students who would simulate the paperboard said 'front' and 'behind'. Seven students stood in a row. The student in the middle held the paperboard said 'front' and 'behind'. He would stand up in front of his friends while holding the paperboard 'front'. He would move backward when he held the paperboard 'behind'.

The teacher then started the *Challenge Us!* game. The rules were exactly the same as the previous game. The difference was in the challenge. The Challenged team getting three paperboards would simulate each paperboard as it was said based on the previous simulations given by the teacher. The game also had two rounds. In brief, here was the statistics of the game, in the first round: Blue-Green (3-1), Red-Grey (1-3), and White-Yellow (2-2). In the second round, the statistics were as follows: Yellow-Red (3-2), Green-White (3-3), and Grey-Blue (3-3). The students performed better than the previous meeting. They also showed a tight competition until the time was up. The teacher closed the lesson.

c) Third Meeting (07.30 a.m-09.10 a.m)

The third meeting was conducted on Saturday, September 12th, 2009. The teacher came in to the class then greeted the students and checked their attendance first. In this meeting, the teacher would give the third practice, the Paper-Clip Pictures. The Paper-Clip Pictures practice had something to do with matching a picture by clipping it onto its appropriate word. But, here, the teacher made little bit modification on its procedure without disturbing its main purpose. He stuck the pictures on their appropriate words written on the blackboard rather than clipping them on a paper. In practice, the teacher firstly wrote down the words representing the pictures and drew boxes to stick the pictures. Secondly, the teacher mentioned each picture loudly and raised the pictures up. The students should repeat after the teacher while they recognized the pictures.

There were 'living room', 'dining room', 'bedroom', 'bathroom', 'warehouse', 'lavatory', 'garage', 'garden', 'kitchen', 'yard', 'roof', 'ceiling', 'floor', 'wardrobe', 'bookcase', 'garbage', 'vacuum cleaner', and 'fridge' for the nouns. And then words 'to dress up', 'to phone', 'to wash', 'to listen', 'to water', 'to tidy up', 'to mop', 'to vacuum up', 'to knit', 'to park', and 'to feed' for the verbs. Each word was represented by a picture.

The practice was also done by the *Challenge Us!* game. The Challenger team should choose their opponent, the Challenged team, and should choose nine pictures from the teacher to be given to the Challenged team in front of the classroom. The Challenged team should stick each picture on its right boxes, beside the appropriate word representing the picture stuck. As there were twenty nine words available, the game was done in three rounds. Each group was very enthusiastic and challenged in that cooperation circumstance. No groups wanted to be a loser, so that they practiced seriously. The game was very tight.

In brief, here was the statistics of the game, in the first round: Blue-Yellow (6-5), Red-Green (5-4), and Grey-White (7-5). In the second round: Yellow-Red (6-6), White-Blue (5-7), and Green-Grey (5-8). In the third round: Grey-Blue (9-9), Red-White (7-8), and Green-Yellow (7-8). Twenty minutes before the time was up, the teacher stopped the game and distributed the post test 1 worksheets. It took more ten minutes for the students to finish the test so that the lesson was closed by the teacher at 09.10 a.m.

3) Observing the action

During the implementation of teaching learning English using Sight Words Recognition Practices, the observer observed all activities in the teaching learning process by noting all activities simultaneously in the form of field notes. The researcher made observation himself as the observer. The writer also used tests (pre test & post test 1) to measure the development of

the students' reading comprehension. Each had three sections and ten questions. The first section was a reading text. The second section was five objective questions to test the students' word recognition. The third section consisted of five questions asking about the content of the text. This last section tested the students' reading comprehension.

In the first cycle, according to the pre test given, the students' reading comprehension was low. It was proved by the scores of most students (13 out of 18 students) which were lower than 60% (6.0). After practicing the Sight Words Recognition Practices the students' reading comprehension was improved. It was proved by their improvement in the post test 1 score. Most of them got higher than 60% (6.0).

Table1. The improvement of students' reading comprehension in cycle 1

No.	Name	Pre test score	Post test 1 score
1.	Danang Setiawan	4	6.5
2.	Hariyanto	4.5	6
3.	Suryaning Tiyas	4	5
4.	Erika Agustina Tri S.	3	5
5.	Anafi Sulistyana P.	6.5	10
6.	Alfian Jihan S.	7.5	8
7.	Eka Apriliani F.	2.5	6
8.	Lintang Candra W.	7.5	9
9.	Wahyu Triasa K. N.	3.5	7
10.	Rizky Hari S.	4	7

11.	Danu Aji N.	5.5	5
12.	Danar Aji S.	3	7
13.	Falakh Rama D.	2.5	4
14.	Fandi Ihsan A. T.	6.5	6
15.	Rara Andrea P.	5.5	5
16.	Wahyu Ramadan W.	4.5	6
17.	Muhammad Elvindo	2	6
18.	Ananda Gilang F. P.	3.5	3

Based on the table of scores above, it is very clear that there was improvement of the students' reading comprehension. There are 14 students who got improvement on their score. Only 4 students got a decrease in their score as much as 0.5. In the pre test, the students had difficulties in doing both the second section (testing word recognition) and the third section (testing the reading comprehension) so that most of the students got low scores. In the post test 1, most students got improvement of their scores for most of them got better scores from section two, the essay. It could be said that by doing the Sight Words Recognition Practices the students could recognize new words they had learned much more easily than before. The improvement of the students' word recognition skill also could be seen from the results of the games. Every team got higher points in the second round than in the first round because the students were in the situation where they could practice the new words they met. The more the students practiced new words, the better they recognized them.

Nevertheless, the students' reading comprehension of a text still needed to be improved. The improvement of the students' word recognition skill surely would help them to improve reading comprehension.

4) Reflecting the action result

By observing and analyzing the results of observation, the researcher found several positive results and some weaknesses in the first cycle. They were as follow:

1) Positive results

- ❖ There was an improvement of students' word recognition skill which would help them to maximize reading comprehension. It were proved by the improvement of the score of the post test 1 compared with the pre test.
- ❖ The students were paying more attention and more enthusiastic in joining the learning. It can be seen from the tight competition during the games they joined.

2) Weaknesses

- ❖ Even though there was an improvement of the students' word recognition skill, the students' reading comprehension still needed to be improved. It was found in the third section of the post test 1 where the students still met difficulties to understand the content of the text so that they could not answer most of the questions related to the text correctly.

- ❖ The problem above should be caused by the teacher's learning method which had not given the students a practice of using the new words they had practiced in a text.

From the results of the reflection above, it can be seen that the action gave both the positive results and weaknesses. So, the researcher thought that it was necessary to make the next planning and to conduct the next cycle in order to solve the problems and the weaknesses appeared in the cycle 1.

b. Cycle II

1) Revising the Plan

To solve the problem that appeared in the first cycle, the researcher revised the next action plan. In the next cycle, the researcher revised the plans and prepared two meetings. In this cycle, the researcher as the teacher repeated the Sight Words Practices to the students. For additional practice, the teacher discussed texts including the words practiced by the students in the Sight Words Recognition Practices.

The repetition of the Sight Words Recognition Practices would give the students more chances to rehearse the new words so that they could recognize the words immediately when meeting the words in a reading. To meet the students and the new words they learned in real reading situation, the teacher gave two texts for the students to practice the new words in reading. The teacher prepared two texts for two meetings (one meeting, one reading). In the first meeting of cycle II, there would be Framed-Words and

Words in Context practices, while the reading entitled *Mr. Jones' Big House*. In the second meeting, there would be Paper-Clip Pictures practice and a reading entitled *Mr. Jones' Family*. Each meeting would take 2X45 minutes.

2) Implementing the Action

a) First Meeting (07.00 a.m-8.30 a.m)

The first meeting of cycle II was conducted on Tuesday, September 29th, 2009. Before the teacher started the lesson, he greeted the students and checked the students' attendance. The students looked still very noisy. They asked the teacher to repeat the game. "*Pak..game lagi ya Pak ya..*" The teacher replied, "*Iya nanti game lagi. Tapi semuanya tenang dulu. Nek nggak tenang jadi game.*" And then the teacher began the main activity. Firstly, the teacher asked the students whether they still remembered the words they learned at more than two weeks before. Then the teacher reviewed the materials in of the previous meetings. He also asked some questions to the students. Those activities were aimed to remind the students of the previous materials.

The teacher started the Framed-Words practice by doing the similar game of the cycle I. In this chance, the game was only done in one round since the students showed very good points. Here was the result: Grey-Blue (3-3), White-Red (3-3), and Green-Yellow (3-3). And then the teacher turned to the Words in Context practice. The rules of the game were also similar to the previous game in the cycle I. It also ran in just

one round. Five groups got perfect points. Only group Green missed one word so that they got 2 point.

The teacher moved to the next lesson, the reading session. The teacher gave each student a text taken up from the pre test. The text entitled *Mr. Jones' Big House*. "*What is meant by 'Big' here? Big artinya apa*" The teacher asked the students. "*Besaaaaar...*" The students replied loudly. There were 12 sentences in the text including 26 words learned in the Sight Words Recognition Practices.

After reading the text together, the teacher began the discussion. The teacher gave some questions related to the content of the reading such as, *whose house is in the text?*, *where is Mr. Jones' bedroom?*, *where does Mrs. Jones cook?*, and etc. The teacher translated each of his questions in order that the students know what was meant by those questions. In answering the questions, the students showed good performance. Most of them could answer the teacher's questions. But, sometimes the teacher needed to translate the questions first then the students could answer the questions. The discussion ran smoothly, because the students always answered the teachers' questions until the teacher ended the lesson at a half past eight a.m.

b) Second Meeting (07.00 a.m-8.40 a.m)

The second meeting was conducted on Wednesday, September 30th, 2009. The teacher came to the class and greeted the students. The teacher then reminded the students of what they had learned in the Paper-Clip Pictures practice in the previous meeting. "*Ada yang masih ingat ini*

gambar apa? ”. “Dining room!” The students answered loudly the teacher’s question. The teacher asked some pictures to the students and they could answer each question correctly.

The teacher went ahead to the Paper-Clip Pictures practice which was done by doing the similar game as in the previous meeting. The game was also done in one round just like the other games in the cycle two. Here was the result: Green-Blue (8-9), Grey-Red (9-8), and Yellow-White (9-9).

The teacher moved to the reading section. The reading was entitled *Mr. Jones’ Family*, including 17 sentences in the text included 17 words learned in the Sight Words Recognition Practices. The text was taken up from the post test 1. The teacher also gave the questions related to the content of the text. As in the first meeting, the discussion in this second meeting also ran smoothly. Thirty minutes before closing the lesson, the teacher gave the post test 2 (the final test) to the students. The teacher closed the lesson at eight forty a.m.

3) Observing and Monitoring the Action

Based on the result of observing the implementation Sight Words Recognition Practices in the first cycle, the researcher found some improvement of students’ reading comprehension, especially in recognizing words. The improvement can be seen in the students’ points in the games and from the comparison of the pre test with the post test 1 scores. Generally, the teaching learning process ran well. The students showed their interest and enthusiasm in learning activities, especially in learning new

words. But, the result in cycle I was not satisfied yet because there were some weaknesses during the implementation of the action. The improvements of the students' reading comprehension still needed to be improved. The students could recognize words well but they still had difficulties in understanding the combination of words in a text. It was because the teacher did not give tasks to the students to practice the words learned in reading. The second cycle was conducted on order to overcome those weaknesses.

To observe the result of the action done in the cycle II, the researcher still used the games to practice the Sight Words Recognition Practices. But, the teacher gave reading session and discussion for the supporting technique. The writer still used observation and test to see the effect of conducting the second cycle.

In the second cycle, the writer found the improvement of the students' reading comprehension. It could be seen firstly from the result of the games. Most of the groups got perfect points which meant that most of the students could recognize the learned words well. The second was from the reading session. In the discussion, the students could answer the teacher's questions related to the content of the texts. Thirdly, the improvement of the students' reading comprehension can be seen from the result of the post test 2 or the final test. Here is the comparison of the pre test, post test 1, and final test scores:

Table2. The improvement of students' reading comprehension in cycle

No.	Name	Pre test	Post test 1	Final Test
1	Danang Setiawan	4	6.5	8
2	Hariyanto	4.5	6	7
3	Suryaning Tiyas	4	5	8
4	Erika Agustina Tri S.	3	5	9
5	Anafi Sulistyana P.	6.5	10	9
6	Alfian Jihan S.	7.5	8	9
7	Eka Apriliani F.	2.5	6	7
8	Lintang Candra W.	7.5	9	9
9	Wahyu Triasa K. N.	3.5	7	8
10	Rizky Hari S.	4	7	8
11	Danu Aji N.	5.5	5	8
12	Danar Aji S.	3	7	8
13	Falakh Rama D.	2.5	4	7
14	Fandi Ihsan A. T.	6.5	6	6
15	Rara Andrea P.	5.5	5	8
16	Wahyu Ramadan W.	4.5	6	7
17	Muhammad Elvindo	2	6	7
18	Ananda Gilang F. P.	3.5	3	5

The teaching learning process of the meetings in the cycle II ran better than in the cycle I. The teacher could do the job better. The writer found improvement on the students' tests scores. The students made significant improvement especially in the final test. The comparison of the scores of the

pre test, the post test 1, and the post test 2 or the final test shows that the scores of most of the students were improved.

4) Reflective the Result of the Observation

Based on the analysis of the observation results in cycle II, the writer as the observer found some differences between the results of the action in cycle II and cycle I. There were some positive results in cycle II. The positive results were as follows: a) the students' word recognition skill was improved by doing the Sight Words Recognition Practices; b) the students' learning motivation was improved by the variation of the learning activities. They not only became active in the game but also involved in discussion during the teaching and learning process; c) the reading discussion session guided by the teacher was successful to meet the students with the new words they learned in reading texts, so that the students' could apply their word recognition skill in reading texts.

Based on the result of observation, the writer came to the conclusion that Sight Words Recognition Practices improved the students' reading comprehension and made the students became more active in the teaching and learning process. Finally, the teacher and the writer decided not to revise the next plan and stop the cycle.

B. Discussion

After doing the steps or procedures of the action and analyzing the observation result, the writer found some research findings to answer the research questions. All of the findings were gotten from the data that were collected by the researcher. The data was collected from many resources. They are field notes, interview, photographs, lesson plan, classroom observation, and the scores of the tests. Besides analyzing the data to answer the research question which are written in Chapter I, the researcher also found some other research findings during the implementation of the Sight Words Recognition Practices.

The main focus of this study is the Sight Words Recognition Practices in order to improve students' reading comprehension. The improvement of students' reading comprehension could be seen in the result of the observation and the results of the tests. Burns et al. state that the larger the store of words a person has, the more rapidly and fluently he or she can read a selection. The students attempted to increase their storage of sight vocabularies by doing the Sight Words Recognition Practices. The practices could increase their sight vocabularies. In the practices, the teacher involved 50 words to be practiced by the students as sight words or sight vocabularies. The aim of the practices was to facilitate the students memorized the words as sight words. After the new words becoming sight words, they did not need to stop reading to think of the meanings of the words during reading. They could automatically recognize the words with minimum analysis so that their reading process was not disturbed then they could comprehend the total selection well.

The 50 words were learned by the students in the practices which were divided into three: Framed-Words: 'big', 'clean', 'dirty', 'flat', 'high', 'large', 'long', 'nice', 'short', and 'small'; Words in Context: 'on', 'in', 'behind', 'under', 'above', 'near', 'far', 'between', 'beside', 'outside' and the last 'front'; and Paper-Clip

Pictures: 'living room', 'dining room', 'bedroom', 'bathroom', 'warehouse', 'lavatory', 'garage', 'garden', 'kitchen', 'yard', 'roof', 'ceiling', 'floor', 'wardrobe', 'bookcase', 'garbage', 'vacuum cleaner', and 'fridge' for the nouns. And there were 'to dress up', 'to phone', 'to wash', 'to listen', 'to water', 'to tidy up', 'to mop', 'to vacuum up', 'to knit', 'to park', and 'to feed' for the verbs. The practices were designed to create situations where the students could pay with full attention, enjoy the learning process, and cooperate with others. In other words, the practices were designed based on the characteristics of the children language learning. The students' recognition of the words above could be seen from the result of the classroom observation: the results of the game. The improvement of the students' word recognition could be seen in the following chart:

Team	Cycle I			Cycle II		
	Framed- Words	Words in Context	Paper- Clip Pictures	Framed- Words	Words in Context	Paper- Clip Pictures
Green	1) 2 2) 3	1) 0 2) 2	1) 4 2) 5 3) 7	3	2	8
Blue	1) 2 2) 3	1) 3 2) 3	1) 6 2) 7 3) 9	3	3	9
Grey	1) 2 2) 3	1) 3 2) 3	1) 7 2) 8 3) 9	3	3	9

Yellow	1) 1 2) 2	1) 2 2) 3	1) 5 2) 6 3) 8	3	3	9
White	1) 2 2) 3	1) 2 2) 3	1) 5 2) 5 3) 8	3	3	9
Red	1) 1 2) 3	1) 1 2) 2	1) 5 2) 6 3) 7	3	3	8

The result of the observation showed that the students performed positive development in studying sight vocabularies. The scores represented the number of the sight words which had been recognized by the students. The number of the words increased round to round in each practice. The students showed their best performance in the practices in cycle II. Four teams reached perfect scores in each game. It can be concluded that the students had been recognized the new words as sight words. The sight vocabularies learned by the students were useful in reading descriptive texts. According to the Basic Competencies of the fifth grade of Elementary School; comprehending very simple sentences, written messages and illustrated descriptive text are the competencies that should be achieved by the children. To comprehend those objectives, developing sight vocabulary is very crucial. Heilman (1961:137-238) also states the objectives of teaching reading in the primary grade. Developing a large sight vocabulary is one of the objectives. It is clear that developing words, especially sight vocabulary or the words which can be

recognized immediately, is one objective that should be acquired by the children to reach reading comprehension.

The improvement of the students' reading comprehension can be proved by checking out the scores of the tests done by the children (pre test, post test 1, & post test 2). In the pre test, 14 of 18 students got score less than 6.0 with 10 as the maximum score. In the post test 1, the students showed better improvement. There were 12 students got scores less than 6.0. In the final test, there was significant improvement showed by the students. There were four students got 9.0, seven of them got 8.0, five students got 7.0, a student got 6.0, and a student got 5.0.

From the explanation above, it could be drawn a conclusion that there were some advantages and contributions of using the Sight Words Recognition Practices. By doing the practices, the students had a good learning situation so that their attention and motivation of learning could be improved. By the improving of the attention and motivation of the students, they successfully recognized new words as sight words. The sight words they recognized helped them to minimize the problems of recognizing words while reading so that the reading process was not disturbed by analyzing the new words in a long time. When the reading process ran smoothly, the students can keep the idea of the reading without disturbance. Finally, the students reach good reading comprehension of the total selection.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

G. Conclusion

Having analyzed the results of the research about the implementation of Sight Words Recognition Practices in the tenth grade of SD Negeri Begajah 01, conclusions covering the answers of the research problems can be presented.

The first problem is about whether or not the Sight Words Recognition Practices will improve students' reading comprehension. After the writer analyzed the result of action research which had been conducted to improve the students' reading comprehension, he concluded that the Sight Words Recognition Practices can improve the students' reading comprehension. Besides, developing storage of sight words influences reading fluency. Burns et al (1984:92) state that the larger the storage of words a person has, the more rapidly and fluently he or she reads a selection. The more mature and experienced a reader is, the larger his or her storage of sight words becomes. A child who has a large number of sight words has more chance to identify the words he meets while reading. Bond and Wagner (1963:153) state that the number of vocabulary a child develops is also highly related to his comprehension ability. It is obvious that a reader cannot understand a sentence or a paragraph if he does not know the meanings of the words of which they are reading. The child also does not need to take a long time to analyze the words. Therefore, his reading process is not disturbed by stopping reading to analyze words. It can be said that the Sight Words Recognition Practices can improve the students' reading comprehension. The improvement of the reading comprehension can be seen in the pre test, post test 1, and post test 2 results. The students made significant progress in

the scores of the tests which showed they got improvement on their reading comprehension.

The second problem is to what extent the Sight Words Recognition Practices can be an appropriate way to improve the students' reading comprehension. The implementation of Sight Words Recognition Practices not only influenced the number of sight words a student has, but also the learning situation became more enjoyable. The practices were conducted in form of games. The varied games had encouraged the students to become more active and promoted their cooperation. The media used in the game also included the visualization of the words learned. The learning situation above was designed especially for children. Scott and Ytreberg (1990:5-6) stated the five language learning characteristics for children: words are not enough, play with the language, variety in the classroom, routines, and cooperation. During the practices, the students were very enthusiastic and motivated.

Generally, it can be concluded that Sight Words Recognition Practices can be used as an effective technique to improve the students' sight vocabularies and then improving the students' reading comprehension.

H. Implication

Based on the result above, the writer hopes that this study gives benefits in the betterment of English teaching and learning, especially in reading. It is important to the Institutions to support the development of the teaching and learning quality especially in teaching reading, the school or institution has to pay more attention in

enriching techniques in teaching reading. The school or the institution can also provide some activities which are designed for children. It is important because the children have special characteristics in learning language. By understanding what the children need will help them to study reading.

Sight Words Recognition Practices which include Framed-Words, Words in Context, and Paper-Clip Pictures practices provide various activities to encourage the children to study new words. Unlike the dictionary, those practices support the children with visualizations of the words and rehearsals of using the words to recognize the new words. The visualization of the words will help the children to learn the words by heart. The words they have memorized will be disappeared if the children do not use them. It is as the same as a person who repeats a phone number to memorize. Therefore, rehearsals are needed by the children to make them accustomed to use the words. Having good recognition of the words, the children can recognize the words immediately when they meet the words in a reading. The minimum analysis of words will help the children reach reading comprehension.

Based on the conclusion of the study and supported by all data in the research, there is a significant improvement of the students' reading comprehension. It implies that Sight Words Recognition Practices can be used as effective techniques in improving the students' reading comprehension.

I. Suggestion

It is important for the teacher to choose appropriate techniques to improve students' reading comprehension. In order to gain success in teaching and learning process and to make the teaching and learning activities suitable with the children's

need. The use of Sight Words Recognition Practices is effective to improve the students' reading comprehension. Practically, the techniques are appropriate techniques for children, considering that those techniques give various activities so that the students become more motivated and grasp the sight words materials easily.

Here, the writer would like to propose some suggestions. Hopefully, the suggestions can be useful for the teacher and the other researchers. The suggestions are as follows:

1. English teacher

- a. Various techniques designed for children such as Sight Words Recognition Practices should be adopted in teaching reading, especially in teaching new words.
- b. The English teacher should be creative should be creative in teaching Sight Words Recognition Practices so that the techniques work effectively in improving children's sight vocabulary.
- c. The teacher should motivate the students to read. The teacher may create enjoyable situation to lead the children to read continuously and regularly so that the children love reading. The regular reading will help the children to keep the sight words they have learned.

2. Other researchers

- a. This study discusses the implementation of Sight Words Recognition Practices to improve students' reading comprehension. It was conducted on the fifth grade of elementary school. The writer hopes that the techniques can be applied by other researchers in different levels of students.
- b. Sight Words Recognition Practices are a set of techniques to improve reading comprehension especially for children. The writer hopes it can be an

inspiration to other researchers to explore and to develop other techniques for improving reading comprehension especially for children.

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